



## Rangeland Animals-Can You Remember?

<b>Created by:</b> Linda McKie	<b>Date:</b>
<b>Subject:</b> Language Arts	<b>Grade Level:</b> 5 <sup>th</sup>
<b>Time Required:</b> 45 min.	<b>CCS Standards:</b> Reading: Informational Text 1 & 7 Key Ideas & Details 1 & 7

<b>Overview</b>	Students will recall facts about Rangeland Animals after watching a PowerPoint presentation and reading cards about selected animals.
<b>Goal(s) &amp; Objective(s)</b>	Students will correctly identify rangeland animals as wild, feral, or domestic. Students will accurately recall at least 6/10 facts about listed rangeland animals.
<b>Materials</b>	<p><b>(30 Students):</b> 10-15 sheets of chart paper or newsprint remnants 3 ft long, bold markers, Rangeland animal cards, stopwatch or timer, dictionaries or Internet resources.</p> <ul style="list-style-type: none"> <li>• Activity Quiz (included)</li> <li>• Activity Answer Key (available with IRRC)</li> <li>• Large sheet of paper (chart paper or newsprint remnants)</li> <li>• Markers</li> <li>• Rangeland Animal cards.</li> </ul>
<b>Teaching Activities:</b> <i>Instructional Approaches/Strategies</i>	<p><b>Introduction</b> Write the vocabulary words in a prominent location and have students identify two words that they know (or think they know). Have them define these words as part of their journaling or DOL exercise. Select students to share their responses with the class.</p> <p><b>Procedures</b></p> <ol style="list-style-type: none"> <li>1. Show students the PowerPoint and go over the information. Let students know they will be responsible for recalling facts about each animal.</li> <li>2. Divide students into small groups (2-3 students) and give each group one card. If the class is small, be sure all of the domestic animals and one feral animal (wild horses) are passed out, in addition to several wild animals. Tell students this is the same picture and information as presented in the PowerPoint. One student is to read the card aloud, one is to look up the definition of unfamiliar words, and a third is to write the information in the next step.</li> <li>3. Let students know they will have 3 minutes for one group member to read the card aloud, 3 minutes to look up unfamiliar words, and 3 minutes to review/divide up information they will need to recall in the game afterward.</li> </ol>

	<p>They must recall if their animal is wild, feral, or domestic!</p> <ol style="list-style-type: none"> <li>Gather up the cards.</li> <li>Give students newsprint poster paper and one color of marker per group (each student may have a marker as long as they are the same color)</li> <li>Allow students 5 minutes to write everything they can remember about their animal in a list – one point per item in the list</li> <li>Display posters on the whiteboard so that all students can see.</li> <li>Any student may add missing information to any poster in a different color of marker than what the group originally had.</li> <li>Tally up group points – one point per correct item in their color. To receive any points, students must have correctly identified if their animal is wild, feral, or domestic!</li> </ol> <p><b>Closure</b></p> <p>Review the vocabulary words, being sure students are familiar with what each means in context.</p>
<b>Assessment:</b>	<p>From poster recall, note if students have used vocabulary words correctly. Give the vocabulary quiz at <a href="http://www.quia.com/quiz/3156210.html">http://www.quia.com/quiz/3156210.html</a>, or print the quiz using the print function to the right of the quiz when it is first opened, or copy from the next page of this lesson. Have students stop at the end of the quiz so that you can record their score. Students may only take the quiz once in their name, but you may allow them to take it again under a different name such as “Sally Retake”.</p>

**Vocabulary:** wild, domestic, feral, predator, prey, forbs, forage, plumage, canine, ecosystem, habitat, camouflage, sparse vegetation, cloven hoof, aquatic

**Attachments:**

Rangeland Animal Quiz & Key

**Background:**

Every content area has new vocabulary to be organized into categories based on what students already know.

Fifth grade students should be able to read aloud fluently at about 120 words/minute and use tools such as the dictionary and thesaurus to find the meanings of unfamiliar words. This lesson gives students another opportunity to practice these skills with engaging nonfiction content. Students will see and hear new vocabulary while the teacher goes over the PowerPoint presentation, then read aloud and review in small groups.

Wild, domestic, and feral animals share Idaho's Rangelands. Wild animals are defined as those that exist in a natural state. Domestic animals have become accustomed to human control and provision. Feral animals are domesticated animals that have been allowed to revert to a wild state.

**Rangeland Animals Quiz**

Quiz over wild, domestic, and feral animals on the sagebrush steppe ecosystem.

1. Match the word in the right column with the description in the left column. (10 points)

- |  |                       |
|--|-----------------------|
| _____ Animals accustomed to human control and provision        | a. Mule deer          |
| _____ Wingspan of 7 feet, hunt in the daytime                  | b. Coyote             |
| _____ Nighttime predator with soft fluffy feathers             | c. Golden eagle       |
| _____ Largest member of the canine family                      | d. wild               |
| _____ Nests underground, hunts during the day                  | e. Pronghorn antelope |
| _____ Canines that will eat almost any animal and plants       | f. Great horned owl   |
| _____ Animals existing in a natural state                      | g. feral              |
| _____ Animals that have been allowed to return to a wild state | h. Gray wolf          |
| _____ Shed the outer layer of their horns each year            | i. Burrowing owl      |
| _____ Males grow and shed one set of antlers each year         | j. domestic           |

2. Match the word in the right column with the description in the left column (7 points)

- |  |                  |
|--|------------------|
| _____ Cloven hooves, and coarse hair like a deer, males and females have horns | a. Sheep         |
| _____ Feral animal that lives in bands made of a stallion, mares, and foals    | b. Cattle        |
| _____ Domestic animal with wool  | c. Bighorn Sheep |
| _____ Raised by people for beef to eat   | d. Wild Horses   |
| _____ Aquatic animal that builds dams  | e. Sage-grouse   |
| _____ Shawnee Indians called them "Wapiti"                                     | f. Beaver        |
| _____ Meet and breed on a "lek" each year                                      | g. Elk           |

3. Animal that does not chew its cud (1 point)

- ☐ Wild horse
- ☐ Elk
- ☐ Domestic sheep
- ☐ Cattle

4. The fastest mammal in North America (1 point)

- ☐ Bighorn sheep
- ☐ Mule deer
- ☐ Elk
- ☐ Pronghorn antelope

5. A domestic animal (1 point)

- ☐ Bighorn sheep
- ☐ Cattle
- ☐ Wild horses
- ☐ Mule deer

6. A feral animal (1 point)

- ☐ Bighorn sheep
- ☐ Cattle
- ☐ Wild horses
- ☐ Mule deer

7. A wild animal (1 point)

- ☐ Bighorn sheep
- ☐ Cattle
- ☐ Wild horses
- ☐ Sheep

## Rangeland Animals Quiz- KEY

1. Match the word in the right column with the description in the left column.

	Correct answers
Largest member of the canine family	Gray wolf
Animals that have been allowed to return to a wild state	feral
Shed the outer layer of their horns each year	Pronghorn antelope
Animals existing in a natural state	wild
Animals accustomed to human control and provision	domestic
Males grow and shed one set of antlers each year	Mule deer
Wingspan of 7 feet, hunt in the daytime	Golden eagle
Canines that will eat almost any animal and plants	Coyote
Nighttime predator with soft fluffy feathers	Great horned owl
Nests underground, hunts during the day	Burrowing owl

2. Match the word in the right column with the description in the left column

	Correct answers
Meet and breed on a "lek" each year	Sage-grouse
Domestic animal with wool	Sheep
Feral animal that lives in bands made of a stallion, mares, and foals	Wild Horses
Cloven hooves, and course hair like a deer, males and females have horns	Bighorn Sheep
Aquatic animal that builds dams	Beaver
Shawnee Indians called them "Wapiti"	Elk
Raised by people for beef to eat	Cattle

3. Animal that does not chew its cud

- Wild horse
- Elk
- Domestic sheep
- Cattle

4. The fastest mammal in North America

- Bighorn sheep
- Mule deer
- Elk
- Pronghorn antelope

5. A domestic animal

- Bighorn sheep
- Cattle
- Wild horses
- Mule deer

6. A feral animal

- Bighorn sheep
- Cattle
- Wild horses
- Mule deer

7. A wild animal

- Bighorn sheep
- Cattle
- Wild horses
- Sheep

## Supplemental Activity- Rangeland Animal Puzzle

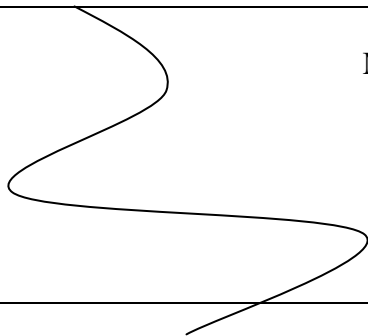
<b>Overview</b>	Students make puzzles about Rangeland Animals after watching a PowerPoint presentation and reading cards about selected animals.
<b>Goal(s) &amp; Objective(s)</b>	Students will correctly identify rangeland animals as wild, feral, or domestic. Students will accurately recall at least 6/10 facts about listed rangeland animals.
<b>Prerequisites &amp; Materials</b>	<ul style="list-style-type: none"> <li>Background from Lesson “Can You Remember”.</li> <li>Follow up lesson- “Animal Pop up Activity” (optional)</li> </ul> <p><b>(30 Students):</b> One sheet of card stock per pair with animal puzzle copied onto it, scissors, markers</p>
<b>Teaching Activities: Instructional Approaches/Strategies</b>	<p><b>Introduction</b></p> <p>Write the vocabulary words in a prominent location and have students identify two new. Have them define these words as part of their journaling or DOL exercise. Select students to share their responses with the class.</p> <p><b>Procedures</b></p> <ol style="list-style-type: none"> <li>1. Give students Animal Puzzles Activity Sheet.</li> <li>2. Pairs of students will create five different puzzle pieces.</li> <li>3. On one side of the puzzle piece the student will write the name of the animal.</li> <li>4. On the adjoining puzzle piece students will write one characteristic of their animal.</li> <li>5. Cut puzzle pieces out.</li> <li>6. Combine three groups of students and their cards.</li> <li>7. Mix cards right side up.</li> <li>8. Each student finds a pair. Correct matches are confirmed if the puzzle pieces fit.</li> <li>9. Correct matches score a point.</li> </ol> <p>Winner is the student with the most points</p> <p><b>Closure:</b></p> <p>Review the vocabulary words, being sure students are familiar with what each means in context.</p>
<b>Assessment:</b>	<p>Circulate to note and comment on correct use of vocabulary words on cards. Give the vocabulary quiz at <a href="http://www.quia.com/quiz/3156210.html">http://www.quia.com/quiz/3156210.html</a>, Or print the quiz using the print function to the right of the quiz when it is first opened, or copy from the next page of this lesson. Have students stop at the end of the quiz so that you can record their score. Students may only take the quiz once in their name, but you may allow them to take it again under a different name such as “Sally Retake”.</p>

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Elk

My Shawnee Indian name is 'Wapiti'



## Supplemental Activity-Rangeland Animals Pop-up Game

<b>Overview</b>	Students will recall facts about Rangeland Animals after watching a PowerPoint presentation and playing a pop-up game with a partner.
<b>Goal(s) &amp; Objective(s)</b>	Students will correctly identify rangeland animals as wild, feral, or domestic. Students will accurately recall at least 6/10 facts about listed rangeland animals.
<b>Prerequisites &amp; Materials</b>	<ul style="list-style-type: none"> <li>• Background of Lesson “Can you Remember?”</li> <li>• Activity- “Animal Puzzles” (optional)</li> </ul> <p><b>Materials: (attached)</b></p> <ol style="list-style-type: none"> <li>1. <b>(30 Students)</b> 30 copies of Pop up game sheets</li> <li>2. Transparency of completed game sheet</li> <li>3. Overhead projector</li> <li>4. Pencils</li> </ol>
<b>Teaching Activities: Instructional Approaches/Strategies</b>	<p><b>Introduction</b></p> <p>Let students know that they will be seeing how these vocabulary words are used with a variety of animals. They will be responsible for recalling information about each animal on the PowerPoint after two opportunities to view information. Show the Idaho Rangeland Animals PowerPoint from the “Can you Remember” lesson. Tell students that as they listen, they need to write good questions about the animals they see, with answers. For example: Which wild animal is the fastest mammal in North America?</p> <p><b>Procedures</b></p> <ol style="list-style-type: none"> <li>1. Distribute Pop-Up game blank sheets to students.</li> <li>2. Show transparency example of teacher completed game sheet.</li> <li>3. Teacher demonstrates folding techniques as described on the game sheet.</li> <li>4. Select a student to play the game with teacher. <ul style="list-style-type: none"> <li>• Pick a friend to play.</li> <li>• Ask his or her age. Open and close the pop-up that number of times.</li> <li>• Have the player pick another number. Then open and close the pop-up that number of times.</li> <li>• Open the number chosen and give the quiz.</li> </ul> </li> <li>5. Player scores one point for each correct answer.</li> <li>6. Two students will play each other with the winner being the player with the most points.</li> </ol> <p>Give students time to create their own sheets using the questions they have written. Circulate the Rangeland Animal Cards for review. You may wish to have students check with you to be sure they have asked questions correctly.</p> <p><b>Closure:</b></p> <p>Review the vocabulary words, being sure students are familiar with what each means</p>

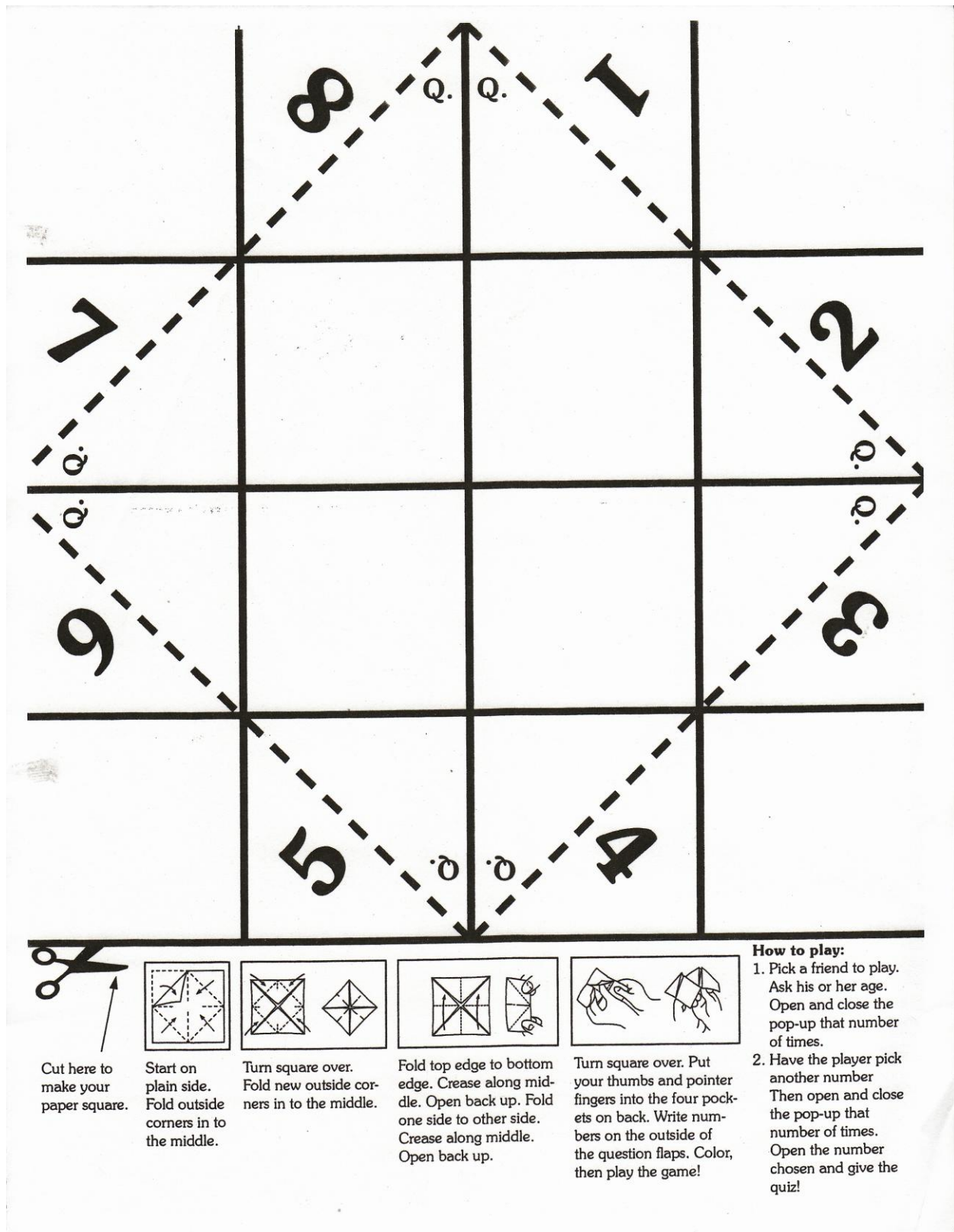
	in context.
<b>Assessment:</b>	<p>Circulate to be sure students are using vocabulary correctly. Students could hand in their games before/after playing. Give the vocabulary quiz at <a href="http://www.quia.com/quiz/3156210.html">http://www.quia.com/quiz/3156210.html</a>, Or print the quiz using the print function to the right of the quiz when it is first opened, or copy from the next page of this lesson. Have students stop at the end of the quiz so that you can record their score. Students may only take the quiz once in their name, but you may allow them to take it again under a different name such as “Sally Retake”.</p>

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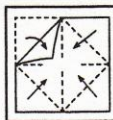
### **Expansions and Modifications:**

Students are given time to play with additional players as all questions that will be prepared by students will be a wide variety of questions and answers.

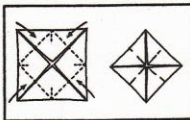
## Animal Pop-up Activity



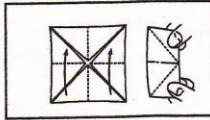
Cut here to make your paper square.



Start on plain side. Fold outside corners in to the middle.



Turn square over. Fold new outside corners in to the middle.



Fold top edge to bottom edge. Crease along middle. Open back up. Fold one side to other side. Crease along middle. Open back up.



Turn square over. Put your thumbs and pointer fingers into the four pockets on back. Write numbers on the outside of the question flaps. Color, then play the game!

### How to play:

1. Pick a friend to play. Ask his or her age. Open and close the pop-up that number of times.
2. Have the player pick another number. Then open and close the pop-up that number of times. Open the number chosen and give the quiz!